



Assessment at Brookhill Leys

Why assess?

Children's progress is closely monitored at Brookhill Leys in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teaching teams to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data

Our thinking is underpinned by a number of core documents, including the report of the Commission on Assessment Without Levels (DfE, 2015), the Education Endowment foundation research on effective interventions (EEF, 2016) and various articles by experts such as Dylan Wiliam (2015) and others. We are also guided by the expectations of Ofsted, and the School Inspection Handbook (Ofsted, 2015).

In line with the guidance of the Commission on Assessment Without Levels, we consider assessment on three main levels:

- *Day-to-day in-school formative assessment*
- *In-school summative assessment*
- *Nationally standardised summative assessment*

Each of these is considered by this policy, with our processes outlined at each stage. At all stages, we are mindful that reducing teacher workload should be a key aim of our work to ensure that teachers' time is best used for supporting children to make good progress through effective curriculum design, assessment and feedback.

Day-to-day in-school formative assessment

This section should be read in combination with the school's Feedback Policy

Formative assessment is at the heart of good assessment practice in our school. In particular, our intention is that formative assessment follows the model proposed by Dylan Wiliam of **responsive teaching**. That is, assessment should be used to shape teaching and curriculum, as well as to provide formative feedback to pupils.

In accordance with the guidance in the Assessment Without Levels Commission report, we do not intend that teachers record formative assessment, except where it is intended to directly support pupil progress. Most assessment of this type will happen informally in the classroom through approaches which are recognised in our feedback policy.

The main driver of assessment for teachers, will be via our Key Performance Indicator tracker. We have created these by pulling out the 'Big Ideas' from each Programme of Study in Maths, Writing and Reading thus developing an assessment framework that assesses the depth of understanding and ensures progression year on year. These trackers can be found at the front of each child's book.

Throughout the year, all teachers have access to the School Pupil Tracker software which allows them to track pupils' understanding of concepts and process taught through the use of our Key Performance Indicators model, and to identify any gaps in provision. SMT have access to whole school data, and team and subject leaders make use of this tracking information to evaluate provision in each team.

The main focus of our KPI trackers and School Pupil Tracker is to support teachers in making decisions about actions and interventions in the classroom. This is particularly closely linked to our mastery-approach curriculum, and allows teachers to identify expected attainment against specific objectives, and quickly to identify where individuals or groups of pupils are falling behind. This can lead to rapid intervention and support to close the gap – or in many cases to prevent the gaps from forming.

Each Programme of Study has been divided into learning steps based on the amount of KPIs that a child achieves. There are 3 learning steps for each year, these are: Low, Mid and High. For those children who are working in greater depth a # will be applied.

More able children

Rather than moving onto the next year's curriculum, the focus for these children will be on 'mastering' their knowledge through the application of skills in different contexts – they will be deepening their learning.

The depth and application of a child's learning is an important marker of their achievement and progress.

In-school summative assessment

We agree with the view of the Commission on Assessment Without Levels that "recording summative data more frequently than three times a year is not likely to provide useful information". Wherever possible, the intention is that teachers' time should be available to make use of feedback in all its forms to ensure that pupils are challenged appropriately, provided with a broad, balanced and well-targeted curriculum, supported to make good progress, and provided with guidance for further improvement.

To support senior leaders' understanding of attainment across the school, and to identify any specific gaps in learning for groups of pupils, including those vulnerable groups, we make use of summative assessment judgements 3 times a each year. This data is collected from class teachers as efficiently as

possible, and is analysed by senior leaders to provide insights into attainment and progress across the school.

To support our summative judgements, we use a number of approaches:

- ▣ Each term, data is collated from teachers' on-going judgements using our KPIs on the SPT software using the in-built reports to ascertain the percentage of objectives taught and secured by pupils in each year group.
- ▣ Once each term, GL Assessments in the core subjects are used in each year group to provide a *snapshot* of pupils' attainment in each of English, Maths and Science.
- ▣ Once each term, teachers will complete our KPI sheets in the front of each book indicating which have been met and setting the child a clear target..
- ▣ Using the combination of test, SPT data and books, teachers make a single summative judgement about pupils' attainment indicating whether they are a low, mid or high.

It is typically expected that most children will move from low, to mid and finally to high by the end of the Summer term. Yearly progress is measured from the judgement awarded in the previous Summer term. Therefore, expected progress for any pupil graded as secure is three steps

Any pupil not on target for ARE is targeted to make accelerated progress (4 steps) in order to complete the following year as High.

The data from final teacher assessments is collated by school leaders to monitor and evaluate progress and attainment of pupils in all year groups. This includes comparisons between cohorts, pupils of different genders, those with special educational needs, and disadvantaged pupils. These judgements allow leaders to identify any significant gaps in progress or attainment for significant groups of pupils, and to support robust challenge as part of our wider school monitoring processes. This monitoring is also used by school leaders to verify the accuracy of teacher assessment judgments against the framework.

Early Years - Nursery & Reception

Children in Nursery and Reception will continue to be assessed against the Prime and Specific areas of Learning in the EYFS profile.

Assessments will be based on observation of daily activities and events. At the end of Reception for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

Emerging, not yet reached the expected level of development

Expected

Exceeding, beyond the expected level of development for their age

Nationally standardised summative assessment

Nationally standardised assessments are used at the end of Foundation Stage (until 2016), Key Stages 1 and 2, along with the Phonics Check in Year 1, as part of statutory accountability procedures. Assessments are carried out in line with the processes set out in the DfE guidance in Assessment and Reporting Arrangement documents each year.

School leaders make use of the results of these tests and assessments, through internal scrutiny, local authority evaluation and as part of Raise Online, to identify areas of strength and improvement as part of whole-school development planning. Where appropriate, these results may also lead to actions being taken to support relevant cohorts who remain in the school (i.e. other than at Key Stage 2).

During relevant years (i.e. Y1, Y2 and Y6), teachers make use of past test papers, or sample papers, to provide children with an opportunity to experience the assessment process. The results of these tests are also used to support identification of pupils who may need additional support to reach targeted outcomes.

Targets

Each term every child is given a learning step for: Reading, Writing, Maths and based on the amount of KPIs achieved. Each child has a pupil tracker, where they record their achievement of each KPI. This is then shared with parents during consultation evenings.

Reporting to Parents

Discussions at parent, teacher, consultation meetings in the Autumn and Spring terms will be based on whether their child is on track to be at the age expected level by the end of the year. The Summer term written report will explain whether or not the child has reached age-expected expectation and will detail the Key Objectives achieved or needed to reach age-expected. It will also state whether a child is:

Working towards the age-related expectation

At the expected level

Exceeding the expected level